

## **ENGLISH 110: COLLEGE COMPOSITION I**

**3 semester credits**  
**Fall 2019 Syllabus**  
**Monday, Wednesday, Friday**  
**ENGL 110: 14162**  
**10:00-10:50**  
**ITV**  
**8/27/19-12/20/19**  
**Thatcher Hall 1107**  
**MiSU Admin Building 359**

### **CONTACT INFORMATION**

Professor: Laurie Culbreth, Ph.D.  
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### **English Department's Chair Information:**

Gary Albrightson, Ph.D.  
Office Phone: 701-228-5602  
Email: gary.albrightson@ndus.edu

### **WELCOME**

Welcome! I am delighted to have you in College Composition I! This course is designed to assist you with your academic reading, writing, critical thinking, and research skills. We will focus on your finished “products” and on the process of writing them. You will learn that all writing involves a recursive (and often messy) process of thinking and writing strategies. In this course we use active learning techniques and cooperative learning groups, where you are responsible for sharing ideas, for assisting others, and for being accountable for your own learning. We will spend most of our class time in short discussions, explanations of directions, and workshops. I view my role as a facilitator to help you improve your writing and reasoning skills. I look forward to working with you and to our semester together!

### **CATALOG DESCRIPTION**

Guided practice in college-level reading, writing, and critical thinking  
Prerequisites: Placement score or ASC 87 with a “C” grade or better

## REQUIRED TEXTS AND INSTRUCTIONAL MATERIALS

Axelrod, Rise B. and Charles Cooper R. *The St. Martin's Guide to Writing*. 11<sup>th</sup> ed. Bedford/St. Martin, 2016.

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. Broadway Paperbacks, 2011.

## MEASUREABLE LEARNING OUTCOMES

### **Competency/Goal 4: Communicates effectively**

#### Learning Outcome 1: Write effectively

- Performance Indicator 1: Uses the stages of the writing process to develop, organize, and present ideas in writing
- Performance Indicator 2: Recognizes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience-
- Performance Indicator 3: Demonstrates competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience.
- Performance Indicator 4: Uses Edited Standard Written English in spelling, grammar, punctuation, and syntax, and presents written work in a style and format consistent with the demands of an academic setting.

#### Learning Outcome 2: Reads at a level that allows participation in collegiate studies and chosen careers

- Performance Indicator 1: Understands the structure and organization of written work
- Performance Indicator 2: Recognizes an author's thesis and forms of support
- Performance Indicator 3: Evaluates the effectiveness and validity of an author's style, organization, support, evidence, and presentation.
- Performance Indicator 4: Recognizes the connection style and language have to an author's topic, audience, context, and purpose
- Performance Indicator 5: Synthesizes information and ideas from multiple sources

#### Learning Outcome 3: Integrates information sources effectively

- Performance Indicator 1: Finds a variety of information resources
- Performance Indicator 2: Evaluates the relevance and reliability of sources
- Performance Indicator 3: Uses information resources ethically and honestly, preserving the meaning of the source and documenting the use of the source in the style appropriate for the student's discipline or field
- Performance Indicator 4: Synthesizes information effectively in the student's own text

#### Learning Outcome 4: Collaborates with others

- Performance Indicator 1: Participates in class discussions and in any group projects and activities

- Performance Indicator 2: Participates in class discussions, peer editing, and group activities or projects, responding productively and respectfully to the work and ideas of others and considering the ideas and suggestions of others.

### **MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:**

1. Each student will be expected to read all material assigned in the syllabus.
2. A student-faculty conference is required during the first six weeks of class **for all students with a D or F average**. Faculty will schedule this conference during their office hours. Students wishing to withdraw from the class **must have two documented conferences** with the instructor.
3. Each student will be responsible for working on his/her areas of weakness. The instructor may assign remediation work and make an appointment with the student in the writing center during scheduled hours.
4. Pop quizzes, and/or weekly quizzes, may be used by the instructor to assess student progress.
5. Impromptu class essays, assigned class essays, and/or out-of-class essays will be required and graded on a regular basis. Approximately 6,000 words will be required in order for any student to receive a passing grade. Multiple essays, including documented essays (research paper), must be written by each student. Short writing exercises may be used to teach specific objectives. Final drafts will be prepared on a computer and submitted to Blackboard. Each essay is expected to be neat, edited for careless errors, and turned in on time. Each instructor may specify other requirements. Make-up work is the responsibility of the student.
6. PLAGIARISM is academic dishonesty and may be defined as submitting another's work as your own. It includes failure to use quotation marks or other conventional marking around material quoted from any printed or electronic source. Plagiarism shall also include paraphrasing a specific source without indicating accurately what the source is. Plagiarism shall further include downloading essays or letting another person compose or rewrite a student's written assignment. Plagiarism will result in a zero (0) for the assignment.

NOTE: At any time during the semester, the instructor may ask a student to meet with him or her and rewrite any submitted work suspected to be plagiarized.

7. Each instructor is responsible for conducting class in an orderly, efficient, professional manner and following this syllabus. All of each class period will be composed of a recognizable part of the subject matter of the course and syllabus, relating to one or more of the above objectives. The instructor is expected to be the expert, the authority, on the content of the course and is further expected to assist the student in mastering this content. In order to do this, the instructor will discuss the assigned reading and will carefully evaluate all written or oral work used in determining grades as specified in the syllabus.

## **COURSE REQUIREMENTS**

Course requirements include rough drafts and peer reviews of major papers, edited major papers for posted grades, short assignments to check reading comprehension and to check documentation skills, group work, discussions, mid-term and final papers and presentations.

## **RELATIONSHIP TO CAMPUS THEME**

Students will read and discuss *The Immortal Life of Henrietta Lacks* as it relates to nature, technology, and humanity.

## **ACADEMIC INTEGRITY**

All assignments, tests, and quizzes will meet the standards of accepted Academic Integrity.

## **GRADING POLICY**

All graded work is percentage based, and the lowest passing percentage for the semester is “60%.” All major papers must be submitted.

Final calculations will be the following:

1/3 edited essays

1/3 mid-term and final (in class)

1/3 all other assignments

## **Types of Essays:**

Narrative with dialogue (800 words)/Chapter 1

Analyze a story (500 words)/Chapter 10

Explain a Concept (800 words)/Chapter 4/Library

Cause and Effect (800 words)/Chapter 9

In-class writing/mid-term, and final (about 2000 words)

Documented Essay with presentation (1500 words)

Final Department Essay exam (500 words)

## **ATTENDANCE AND PARTICIPATION**

**Absences:** Occasionally there are circumstances in life that may prevent you from attending class. It is your responsibility to follow the syllabus, contact a classmate, and go to our Blackboard site to get caught up with missed work should you be absent. If you are absent a day an assignment is due, you still must submit it to me that day by the time class begins. If you are having difficulties keeping up, contact me.

**Attendance:** Student participation is essential to your success and your peers' success. A missed class session can never really be made up. With three absences, consider withdrawing from the class. All absences count equally, even a school-sanctioned event, irrespective of the cause. (If you are attending a school-sanctioned event, you may turn in any assignments done in class that day.)

**Withdraws:** It is your responsibility to withdraw/drop the course if you are failing or decide not to complete the course. If either is the case, you need to fill out a drop form in the Registrar's Office; you do not need instructor permission and I will not withdraw students. The last day to withdraw is November 15.

**Tardies:** You are expected to be in class on time. Students who arrive late will not be allowed extra time to make up quizzes. Being late is rude and disruptive to the rest of the class and to me.

## **CLASSROOM CONDUCT & EXPECTATIONS**

**Amount of work:** For every credit hour earned for the course, you will need to spend at least two hours outside of class working on coursework. This class will include many collaborative assignments, so you need to be prepared not only for yourself but also in order to assist your classmates. Writing is a solitary process that benefits from collaborative feedback for revision. This means to succeed in this class and to learn the most possible, your ideas and voice are essential as is coming to class and completing all the assignments by the due date.

### **Late Work Policy:**

Late work may receive 50% credit. **Late work after assignments are graded is not allowed.**

## **DISABILITIES AND SPECIAL NEEDS**

DCB seeks to provide reasonable accommodations for all qualified individuals with disabilities. This college will comply with all applicable federal, state and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to provide equal educational opportunities. It is the student's responsibility to register with the Disability Resource Office in a timely manner to determine reasonable accommodations. Once the student registers

with the Disability Resource Office and provides documentation identifying the need for accommodations, an Accommodation Plan will be provided to the student. It is the student's responsibility to show the Accommodation Plan to his/her instructor. The Disability Resource Office is located in the Thatcher Building. Students may contact the Disability Resource Service Coordinator. All information is kept confidential.

### **ACADEMIC DISHONESTY/PLAGIARISM**

Prohibited conduct includes, but is not limited to, the following descriptions:

All forms of student academic dishonesty, including but not limited to, cheating, inventing facts or sources, causing others to be dishonest, or representing another's words as one's own. Cheating is defined as the use or attempted use of information, academic work, research or property of another as one's own. Cheating includes, but is not limited to, plagiarism, sharing knowledge during an examination, the unauthorized use of notes or other materials in an examination, or the willful disobedience of testing rules.

Plagiarism: DCB recognizes the seriousness of plagiarism, which is defined as turning in someone else's work and calling it your own. At DCB, plagiarism is treated as a dishonest action, an issue of dishonorable behavior. There are two types of plagiarism: intentional and unintentional plagiarism. Intentional plagiarism is an obvious type of cheating that includes turning in writing that you are falsely presenting as your own. It may be writing that was produced by a roommate, a spouse, an essay bought from the Internet, and/or passages copied from a research source such as a book, magazine, or web site. Allowing another student to copy your work is another type of intentional plagiarism.

In addition, students are expected to avoid unintentional plagiarism, which means including in your own work and passing off as your own writing, phrases, sentences, paragraphs, or more, that are only slightly changed from the original source. To avoid unintentional plagiarism, you must paraphrase properly and identify the original writer and source; this is called citing your work. Citations can be done in a few different formats, and your instructors are eager to help you learn how to cite your sources correctly. Unintentional plagiarism can also include passing off somebody else's ideas (not just words) as your own without indicating that the idea or information came from somewhere else. Finally, unintentional plagiarism also can be allowing someone else to make significant wording alterations or editing changes to your writing.

Penalties for plagiarism can be severe. They may range from failure of an assignment to failure of a course, to referral to the Dean, to dismissal from a program of study. These actions are not meant to be threatening, but to ensure that students understand that the school takes plagiarism seriously. The underlying message of the DCB plagiarism policy is that instructors are committed to encouraging student writers to use source material correctly and develop the confidence to express themselves in their own unique ways.

**Learning Center:**

Students can find assistance with their writing and other classes at the Learning Center in Thatcher Hall. Bring a draft and the assignment instructions when you go for assistance. The tutors will assist you with ideas development, organization, and sentence-level problems; they will not, however, edit the entire paper.

Off-campus students can make one-on-one arrangements.

**Blackboard and E-mail:** Knowing how to log into Blackboard is essential for this course. *It is essential that you check your college e-mail account. This is how I contact you. Do not use other e-mail accounts;* they often are blocked by the college or dumped into instructors' spam e-mail.

While I know most of you are familiar with e-mail, below I offer a few suggestions on how to properly format any e-mails sent to me (or other instructors) or fellow classmates.

- Never assume that your instructor knows who sent the e-mail; include the information in the body of your message (e.g. Hi, this is Joe Smith from ENG 101/class time).
- The subject line should be brief and should refer to the content of the message. For example, Subject: ENG 101 Question about Essay #1.
- My turn-around time on e-mail is about 24 hours Monday through Friday. E-mails received on weekends should expect about 48 hours.

**Formatting Your Essays:** The format for your typed work should be as follows: All typed assignments must be double spaced (no space between paragraphs), using 1 and 1 ¼ margins all around.

*Font* should be Times New Roman in size 12.

Your *title* should be centered, but not bolded, underlined, nor italicized. Follow the rules for capitalization (first letter of every word capitalization except articles and prepositions. The letter of first word always capitalized.).

Your name

Your instructor's name

The class (English 101)

Date (November 11, 2018)

Word count

Hit enter/return, center your title, then hit enter/return again and begin your first paragraph.

**Writing Reminders:** Please consider all the writing you do for this class to be “public property.” Remember that you will be expected to share your writing with others. All materials for this class must be written specifically for this class. Reusing a paper you wrote for another class constitutes academic dishonesty.

Essays: You will submit the final draft of every writing project on Blackboard as an attachment and will bring a TYPED, rough draft paper copy to class when we do group work related to peer reviews of initial essays. You will be graded on the following criteria:

Content (examples):25  
Organization: 5  
Expression of ideas (syntax):25  
Mechanics:20  
Documentation:25

**LIBRARY AND ON-LINE REFERENCE MATERIALS:** The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed through [www.dakotacollege.edu/library](http://www.dakotacollege.edu/library). All classes will be visiting the Library early in the semester.

**TECHNOLOGY RESOURCES:** The college's learning management system is Blackboard. Classes become available on Blackboard on the first day of the semester. It is the student's responsibility to log onto the Blackboard system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Blackboard. For any issues accessing Blackboard, contact

Micheal.O'Toole

Instructional Tech Coordinator

701-228-5601

[Michael.otoole@dakotacollege.edu](mailto:Michael.otoole@dakotacollege.edu)

OR

[Stacy.allard@ndus.edu](mailto:Stacy.allard@ndus.edu)

### **ELECTRIC DEVICES IN CLASS**

All students must have all electronic devices (cell phones, pagers, etc.) turned off and put away when class starts. If you are texting etc. during class time, you may be dismissed from class and receive an absence for the day. If on-going texting is a problem, you will be referred to the Division Chair in order to have a discussion on proper student behavior.

### **FOOD AND CHILDREN**

Both are not permitted in class unless there are special circumstances that you have discussed with me. Water or coffee with tops are allowed in class but not in any computer lab.

## **NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND**

**NONDISCRIMINATION:** Dakota College at Bottineau does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment. If you have any concerns related to this notice, please contact

Laura Halvorson

Thatcher Hall Room 1104

701-228-5680

[Laurie.halvorson@dakotacollege.edu](mailto:Laurie.halvorson@dakotacollege.edu)

**NOTE:** A DETAILED schedule and calendar of major writing assignments and weekly activities are located on Blackboard. Check daily for announcements, and be sure to communicate with the instructor using Blackboard.

## **COURSE OUTLINE**

Week One:

### **INTRODUCTION TO THE COURSE**

Collaboration: "Find your match," interview, and present

Blackboard: Review format

Reading: (See Blackboard)

Writing: (see Blackboard)

Grammar: (See Blackboard)

*The Immortal Life of Henrietta Lacks* (homework for Week Two)

**NOTE FOR ENTIRE SEMESTER:** When reading in *St. Martin's Guide*, do NOT complete every section titled, "ANALYZE AND WRITE." Instead, you might do some of them in class or online.

Weeks Two-Three:

### **CHAPTER 2/REMEMBERING AN EVENT**

Reading: pp. 12-37

Writing: "The Writing Assignment" pp. 38-47

Grammar: "Peer Review" pp.48-56

*The Immortal Life of Henrietta Lacks*: pp. 1-50 (25 pages per week/Review Fridays)

Short writing activities: See Blackboard

Reflection: pp. 57-58/See Blackboard

**NOTE FOR ENTIRE SEMESTER: See Blackboard for calendar of due dates and short activities.**

**SKILLS:** Dialogue/quoting/speaker tags, understanding culture, writer's purpose & audience, genre features, verb tenses, pronoun consistency, details, syntax, reading comprehension, symbolism, transitions, introductions, peer reviews, how to edit.

**NOTE FOR SEMESTER:** The four learning outcomes will also be included in Blackboard activities.

Weeks Four-Five:

#### CHAPTER TEN/ANALYZING A STORY

Reading: pp. 440-455

Writing: "The Writing Assignment" pp. 445-466

Grammar: "Peer Review"

*The Immortal Life of Henrietta Lacks* pp. 51-100 (25 pages per week) every Friday

Short writing activities: See Blackboard

Reflections: See Blackboard

**SKILLS:** literary analysis, organization, using text to analyze a thesis, audience, purpose, reading comprehension, culture, quoting, paraphrasing, including a Work Cited, argue a thesis, peer review, editing

**NOTE:** See Blackboard for calendar

Weeks Six-Seven:

#### CHAPTER 4/EXPLAINING A CONCEPT/Library

Reading: pp. 119-148

Writing: "The Writing Assignment" pp. 149-160

Grammar: "Peer Review" pp. 160-168

*The Immortal Life of Henrietta Lacks* pp. 100-150 every Friday

Short activities: See Blackboard instructions

Reflection: See Blackboard

SKILLS: incorporating research, using the Library, quote, paraphrase, summarize, introduce sources, Works Cited, purpose, audience, explanatory writing strategies, in-text citations, peer editing, editing

Weeks Eight-Nine:

CHAPTER NINE/CAUSE-EFFECT

Reading: pp. 385-417

Writing: “The Writing Assignment” pp.418-430

Grammar: “Peer Review” pp. 430-438

*The Immortal Life of Henrietta Lacks*: pp. 150-200

Short activities: See Blackboard

Reflections: See Blackboard

Skills: incorporating research, understanding cause-effect relationships, organization, library, in-text and Works Cited, reading comprehension, peer review, editing

Weeks Ten-Thirteen

DOCUMENTED ESSAY/CHAPTER SIX/ARGUING A POSITION

Reading: pp. 229-260

Writing: “The Writing Assignment” pp. 261-273

Grammar: “Peer Review” pp. 273-280

*The Immortal Life of Henrietta Lacks*: pp. 200-300

Short Activities: See Blackboard

Reflections: See Blackboard

Skills: Organization for arguing, current events, library, reading comprehension, incorporating sources, in-text and Works Cited, understanding the opposition, purpose, audience, supporting the argument, logos, pathos, ethos, fallacies, peer review, editing

Weeks Fourteen-Fifteen:

PRESENTATIONS and Finals Review

Speech and Debate Skills: style, speed, tone volume, eye contact, diction, fluency, positive learning environment, listening, visual analysis

Week Sixteen:

Review and Finals

